



Mohave Valley Elementary School
Mohave Valley Elementary District
1419 E. Willow Road, Mohave Valley, AZ 86440

ARIZONA
School Report Card
2001-02

Principal: Mr. Whitney Crow
Schedule: 7:30 AM to 3:30 PM
Web Address: www.mvesd16.org/mves.htm
E-mail: mvesadmin@mvesd16.org

Grades: Pre-K-6
2001 Enrollment: 595
Phone: (928) 768-2211
Fax: (928) 768-6424

▼ School Overview ▼

Mission

Mohave Valley Elementary School, where we believe in sharing of responsibility by parents, students, teachers and the broader community for the education of our children; providing a consistent, caring and positive atmosphere for students and staff; creating equal opportunities for each individual to achieve maximum potential while valuing the uniqueness of each person; educating the whole person by emphasizing self-esteem, academic, physical and cultural development.

Organization and Philosophy

- w Multiage Reading Classes
- w Self-contained Classrooms
- w Year-round Education
- w Team Teaching

School/Academic Goals

- w All third through sixth grade students will increase their ability to read and progress toward reading at or above grade level. Additionally, all kindergarten through second grade students will demonstrate mastery of grade-level objectives.
- w All students will attend school every day and be on time before class starts.

Instructional Programs

- w Reverse-mainstreamed Preschool
- w ESL
- w Talented/Gifted
- w On-site Special Education
- w Self-contained EH
- w Success For All Reading Program
- w Afterschool Activity Programs
- w Afterschool Peer Reading Tutoring

- w There will be an increase in school, parent and student involvement and communication.

Enrollment

October 1, 2000 School Year Student Enrollment:	558
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	1

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Establish Structural Guidelines
 w Ensure a Safe School
 w Oversee Student Handbook/Agenda
 w Review Character Curriculum
 w Parental Involvement
 w Student Truancy/Attendance

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	2.35	Teacher Aide	18.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	3
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	8	9	0	0

▽ Shared Responsibilities ▽

School

The school will provide a learning program appropriate to the child's age and academic level; protect and observe the legal rights of children; enhance the self-image through a learning environment that provides positive encouragement; deal with student disciplinary matters in a just and constructive manner; provide for the safety, health and welfare of the student; and promote regular attendance and good work.

Parents

Parental responsibilities of students enrolled in Mohave Valley Elementary School include encouraging students to take maximum advantage of educational opportunities and seek to achieve a meaningful education, promote regular student attendance, and provide students with adequate nutrition and rest to facilitate attention to learning activities.

▽ Transportation Policy ▽

Students residing beyond one mile of the school are provided the opportunity to receive school bus service to and from school. Students are to conduct themselves in the bus, prior to boarding the bus and subsequent to leaving the bus, in a manner consistent with established standards for classroom behavior.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	7/30/01
Average Daily Instruction Time:	5 hrs. 40 min.	Last Day of School:	5/23/02

Operates on Year-round Schedule

Report Card Release Dates

10/15/01	1/7/02	4/1/02	5/23/02
----------	--------	--------	---------

Additional Calendar/Report Card Information

Students receive progress reports two times per quarter in addition to their report card at the end of the quarter. Formal parent-teacher conferences are held during the first quarter. Additionally, parents, students or teachers can request a conference at any time.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Music Lab	W Preschool
W Full-size Gym	W Separate Primary/Intermediate Campus

Extracurricular Activities

W Peer Reading Tutoring	W Intramural Sports--Grades 5-6
W Study/Activity Group--Grades 2-6	W Student Council--Grades 4-6
W Yearbook--Grade 6	W Science and Drama Clubs
W Student Musicals (Fall & Spring)	W Site Council Sponsored Math Club

School/Community Resources

W Breakfast Program	W Lunch Program
W Recreational Activities	W Counseling Services
W Family Support Team	W Parent Resource Room

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Students in grades three and four increased their Stanford scores by an average of 10 percentage points each in reading, math, and language.</p> | <p>W Based on school testing, reading levels increased to over 60% of the student body reading at or above grade level, with a majority of first graders reading above grade level.</p> |
| <p>W First grade students tested above grade-level on their 2001 reading Stanford scores, testing at the 57th percentile.</p> | |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.4 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	14.6 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	3.2 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	4.4 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	93.6 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	6.4 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Student State Poetry Contest Winner	1998
Top Fundraising School for Easter Seals	1998
School-to-Work Grant Recipient	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	74	504	16%	24%	50%	9%
	State	60969	521	11%	18%	44%	27%
Writing	School	73	495	23%	34%	41%	1%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	74	479	28%	33%	36%	1%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
 A - Percent of students who Approached the standard
 M - Percent of students who Met the standard
 E - Percent of students who Exceeded the standard

Grade 5

Reading	School	98	498	19%	32%	42%	5%
	State	63518	503	22%	24%	41%	14%
Writing	School	98	481	27%	31%	35%	5%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	99	451	26%	63%	5%	5%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	92	57	60
2	Reading	--	--	--	--	--	--	75	27	50	79	22	52	70	32	53
	Language	--	--	--	--	--	--	92	20	40	86	17	43	96	21	44
	Mathematics	--	--	--	--	--	--	92	33	51	88	18	55	100	24	57
3	Reading	87	31	44	85	37	47	100	32	47	100	24	48	93	32	50
	Language	90	31	45	95	27	49	100	26	51	100	27	54	99	30	56
	Mathematics	91	24	41	94	21	46	100	23	49	100	26	52	99	30	54
4	Reading	87	43	52	79	38	53	100	34	54	98	35	54	84	36	55
	Language	89	40	45	91	30	47	100	33	49	100	30	48	85	35	50
	Mathematics	92	30	48	91	34	51	100	23	54	100	29	55	85	34	57
5	Reading	100	39	50	89	37	51	94	39	51	93	29	51	96	37	51
	Language	96	32	40	93	28	42	100	30	44	99	23	45	92	28	45
	Mathematics	99	30	47	97	25	51	99	30	54	99	27	55	98	36	57
6	Reading	100	38	52	83	43	53	100	39	54	95	35	53	100	33	54
	Language	100	29	40	86	30	41	100	26	44	100	20	44	100	21	45
	Mathematics	100	40	54	90	44	57	100	33	59	100	36	60	100	32	63

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	87	83
Grades 3-4	83	72
Grades 4-5	66	72
Grades 5-6	67	81
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

A Emergency Response Plan has been developed for our school to better deal with unforeseen emergencies. The School Safety Committee meets quarterly. Additionally, school staff now wear ID badges. All visitors are required to wear Visitor ID. Classrooms are furnished with Emergency Backpacks and emergency drills are held monthly. The school also adopted a revised Discipline Policy, Alternative School program, and encourages school-home communication with the use of school agendas.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,042	\$1,163,256
Classroom Supplies	\$47	\$27,013
Administration	\$548	\$312,342
Support Services-Students	\$259	\$147,405
Other Support Services and Operations	\$1,423	\$810,858
Total Expenditures- All Categories 1999-2000	\$4,319	\$2,460,874

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$77,975.96 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Whitney Crow	(928) 768-2211	27
Transportation Policy	Karen Reyer	(928) 768-2211	35
Community Resources	Maureen Cline	(928) 768-2211	29
School Nutrition Programs	Wanda Mace	(928) 768-2211	40
Parent Organization	Glen Abbott	(928) 768-2211	
Student Health/Nurse	Christy Bronston	(928) 768-2211	26

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."